



## Special Educational Needs and Disability Department Literacy Teaching Assistant

At Henry Cort Community College, we aim to ensure that all students realise their potential, through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all students regardless of specific need, disability or academic ability.

The SEND Department consists of a Special Educational Needs Co-ordinator (SENDCo), 4 Higher Level Teaching Assistants (HLTAs), 2 Emotional Literacy Support Assistants (ELSAs) and 7 Teaching Assistants (TAs). They provide in-class support and targeted interventions for students on the Special Educational Needs Register. These students have a range of learning difficulties.

Some TAs are allocated to specific subjects; others support individual students for intervention programmes or as they move from lesson to lesson depending on their individual needs.

The department has several dedicated teaching rooms. These are used for small group work and the delivery of targeted one to one interventions.

The successful applicant will be able to work in collaboration with other TAs under the guidance of the head of faculty, classroom teachers and SENDCo. Some TAs work with children on an individual basis where work is provided.

There is a need for confidentiality and discretion. Suitable appearance in line with the college dress code is essential as is punctuality and good attendance.

The post-holder will have sound literacy and numeracy skills and will have achieved at least a Grade C GCSE in both English and Mathematics. Ideally, you will have a degree in a literacy based subject. You will also need to have a pleasant, encouraging manner and be able to cope with the atmosphere of a busy secondary college.

The college has an active house system. All Teaching Assistants are a member of one of our houses and may be required to be a co-tutor with another member of staff and would be expected to attend Meet the Tutor and Open Evenings as a result.

The college values its support staff and seeks to appoint persons of a high calibre. If you have a degree, as part of the college's commitment to continued professional development, this is an ideal way to embark on a career in teaching. If this is of interest to you, please raise it at interview.

Please complete the application form and explain how you are suited for the post. Thank you for your interest.

Mr B Parker  
**SENDCo**

**ASPIRE**

ACHIEVEMENT \* SUPPORT \* PERSEVERANCE \* INDIVIDUALITY \* RESPECT \* EXCELLENCE



### TEACHING ASSISTANT

ESSENTIAL	DESIRABLE
Professional experience with children	Learning support experience
GCSE Grade C in both English and Mathematics	Secondary school experience
Flexible	Qualified to degree level
Efficient	Understanding of literacy acquisition
Good/accurate record keeper	Understanding of SIMs
Discrete/Confidential	Prior knowledge and use of ClassCharts
Able to build good working relationships	Ambition for professional development
Punctual/Good attendance	
Good role model	
Able to work as part of a team	
Able to work under pressure and be reactive to ever changing situations	
Resilient	
Good computer skills	

### ASPIRE

ACHIEVEMENT \* SUPPORT \* PERSEVERANCE \* INDIVIDUALITY \* RESPECT \* EXCELLENCE



### HAMPSHIRE COUNTY COUNCIL

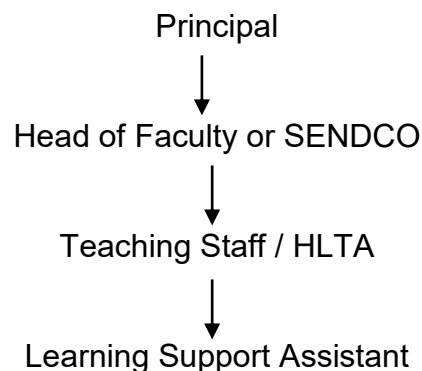
**Data Protection Act 1998.** This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

### ROLE PROFILE FORM

#### Section A

<b>Role profile ref:</b>	02130
<b>Department/Section:</b>	Education (Schools)
<b>Role Title:</b>	Learning Support Assistant
<b>Reports To:</b>	Head of Faculty / SENDCO / Teaching Staff / HLTA
<b>Role Purpose:</b>	To work in partnership with the teacher to foster effective participation of students in the social and academic processes of the college

#### Section B Organisation



**Section C**

<b>Accountabilities</b>	<b>Accountability Statements</b>	<b>% of Time</b>
<b>Support for students</b>	<ul style="list-style-type: none"> <li>Working with individual or groups of students, assessing base points for intervention</li> <li>Plan and deliver specific literacy interventions to identified students</li> <li>Review students' progress against formal intervention programmes</li> <li>Deal with behavioural and special needs issues that arise from this work</li> </ul>	80
<b>Support for staff</b>	<ul style="list-style-type: none"> <li>Assist the teacher with lesson planning to ensure that lesson resources build on the work undertaken in group work</li> <li>Maintain accurate records of interventions and student progress</li> <li>Review student passports to provide information for staff</li> </ul>	10
<b>Support for the college</b>	<ul style="list-style-type: none"> <li>Implement curriculum and safeguarding policies</li> <li>Detect signs of behavioural issues</li> <li>Work with outside agencies</li> <li>Break time supervision</li> </ul>	5
Corporate and statutory initiatives – equalities / health and safety / e-government / sustainability	<ul style="list-style-type: none"> <li>Maintain an awareness of college, national and statutory policies and requirements and apply these in the workplace</li> </ul>	5
<b>Section D – The key decision marking areas in the role</b>		
<ul style="list-style-type: none"> <li>A Level 1 LSA will implement session plans, deal with student behaviour and make judgements about student progress/student needs normally in conjunction with teachers and line manager</li> </ul>		
<b>Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)</b>		
<ul style="list-style-type: none"> <li>Role dimensions vary according to the experience of the LSA</li> <li>A Level 1 LSA in a special school will fulfil expert roles in specified areas (e.g. swimming; first aid; buying and/or organising medication) which carry small budget responsibilities (£100s rather than £1000s)</li> <li>Written reports required from LSAs are detailed and complicated especially if they are addressing complicated student needs</li> </ul>		
<b>Section F - The main contacts – external/internal customer contacts and purpose</b>		
<ul style="list-style-type: none"> <li>Internal (in college) – students, other colleagues, teachers, principal, special needs governor, other members of governing board</li> </ul>		

<ul style="list-style-type: none"> <li>External (outside college) – (usually under the direction of the teacher) Education Psychologist, Education Welfare Officer, parents, GPs, Hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students, escorts, police</li> </ul>
<ul style="list-style-type: none"> <li><b><u>Section G</u> - Working conditions – environment, and physical effort or strain</b></li> </ul>
<ul style="list-style-type: none"> <li>College and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm</li> <li>External working on trips, educational visits etc</li> <li>Trained to undertake very personalised interventions/support for students possibly including intimate/personal medical care</li> <li>Manual handling responsibilities</li> <li>Skilled in restraint techniques for dealing with difficult children</li> <li>Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying</li> <li>Health &amp; Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.</li> </ul>
<ul style="list-style-type: none"> <li><b><u>Section H</u> - Context/additional information</b></li> </ul>
<ul style="list-style-type: none"> <li>It has a high confidentiality component and needs to hold the trust and confidence of both the students and teachers. It acquires information on child protection/family sensitive issues which must be treated carefully and appropriately</li> <li>The size and type of school will be a factor in determining how the role operates as will the physical site of the school</li> <li>High levels of stress are generated by various aspects of the role including when dealing with individual students and/or groups with complex and demanding learning needs. The postholder's working hours require constant student contact.</li> </ul> <p>The role is becoming acknowledged, nationally and locally, as an important part of the solution to the current teacher workload problem.</p>

## PROGRESSION IN ROLE

<ul style="list-style-type: none"> <li><b><u>Section I</u> - Entry: Necessary role-related knowledge, skills and experience at selection</b></li> </ul>
<ul style="list-style-type: none"> <li>Strong understanding of literacy development</li> <li>Empathy with students and sympathetic to their needs</li> <li>Basic literacy and numeracy skills</li> <li>Good communication skills and able to clarify and explain instructions clearly</li> <li>Professionally discrete and able to respect confidentiality on particular issues</li> <li>Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people</li> <li>Team worker</li> </ul>

**Section J – Initial induction/training required to become effective in the role**

Estimated time to become operationally effective months

**6-8 months**

Induction 3-6

- attendance at LEA induction course for LSAs or equivalent
- “shadowing” experienced LSA in college
- knowledge of college and college systems/policies
- understanding of curriculum, particularly literacy and numeracy requirements
- approach towards student discipline and behaviour
- relationship between and respective responsibilities of teacher and LSA
- professional relationships between staff and students
- support from “mentor” LSA
- manual handling skills
- developing health and safety knowledge
- independent working, supported by teacher, with groups of, or individual children

**Section K – Operationally effective: How would effectiveness in role be demonstrated?**

- Firm, sensitive and effective approach towards student discipline
- Good organisational ability
- Able to work at a basic level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)
- Able to monitor and record student progress
- Competent in working with group of students with and without supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context

**Section L - Adding value: What characteristics will the advanced role holder demonstrate?**

- Flexible in relation to tasks undertaken and groups/students allocated
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the college and external contacts (e.g. parents, education psychologist, speech therapist)
- Possession (especially in special schools) of specialist qualification/skills (e.g. Makaton) to deal with needs of particularly challenging students